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Hungary

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Instituto de Sociología Aplicada de Madrid, 141 Claudio Coello, Madrid 6, Spain

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**Sociologija sela**
Centar za sociologiju sela, Grada i prostora, Instituta za društvena istraživanja Sveučilišta u Zagrebu, 41000 Zagreb, Yugoslavia

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542 Cabell Hall, University of Virginia, Charlottesville VA 22903

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C. W. K. Gleerup, Öresundsvägen 1, P. O. Box 1205, 221 05 Lund 1, Sweden

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Czechoslovakia

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Odsjek za anglistiku, Filozofski fakultet, Djure Salaja 3, Zagreb, Yugoslavia

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7600104 **von Raffler-Engel, Walburga** (Linguistics Vanderbilt U, Nashville 37203)
**The Inadequacy of the Transformational Approach to the Analysis of Child Language**
*Word,* 1970, 26, 3, Dec, 395–401.

This paper was originally presented at the 21st U Kentucky Foreign Language Conference, April, 1968. The Chomskyan approach to child language acquisition is criticized for the following reasons: (1) The rules of language *qua* language, the psychology of speech (speech programming), & the process of language learning are not distinguished between; (2) Language behavior (language use) is ignored; (3) Separating "competence" from "performance" is unworkable; (4) Linguists supposedly cannot describe child language because they no longer have "native intuition" in the language (as children do); (5) There is no proof that the human mind uses binary choice rather than a network of relationships; (6) Syntax is only one of language's subsystems, not the whole system; (7) Intonation is totally disregarded; (8) The sentence is not a self contained unit of meaning—meaning lies in the whole context (discourse); (9) Because language is said to begin when grammatical relationships are established, the child's communicative behavior before 18 months of age is unaccounted for; (10) Affirmative statements cannot be the grammatical structures from which all others derive because they are preceded in language development by desiderative & interrogative statements; (11) The concept of innateness which implies that learning a language is equivalent to foregetting the rules of all other possible languages counters the laws of nature; (12) The mother-child relationship is ignored; & (13) The broader context of culture & environment is ignored. AA

7603887 **Freedman, Elaine S.** (U Essex, Warenhoe Park Colchester England C04 3S0)
**Experimentation into Foreign Language Teaching Methodology**
*System,* 1976, 4, 1, Jan, 12–28.

A series of "small scale" language teaching experiments is described. "Small scale" refers not to number of Ss involved, but to the experiments' scope—i.e., the area to be investigated was limited, particular variables were isolated for study, & confounding variables were controlled. 2 French grammar topics were presented in language laboratories of 1st year university through 1st year secondary school classes in southeast U.K. Several tapes were made for each topic, each dealing with the information in a different way. The children were randomly divided into groups, each child in a particular group using 1 tape; 1 group acted as controls. All Ss were tested on the topic before being given the tape, immediately after, & 10 days later. To learn if the tapes affected pupils' achievement & or attitude scores, results were statistically analyzed. Almost all measures of the Use of the Subjunctive & the French Object Pronouns experiments showed statistically significant differences between groups. The tape of grammatical rules & unrelated drills was more effective than the 1 of a contextualized scene or the 1 of contextualized drills. Grammar rules plus unrelated drills were also more effective than unrelated drills. These differences disappeared when pronoun material was used with more advanced pupils. Performance differences found for various schools were also significant. Significant differences remained when background variable effects were neutralized. AA

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# NOTES

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